**Lesson Plan Format**

**Teacher Candidate: Brenden Stanford Grade Level: 4th Date of lesson: November 26, 2014**

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

*Standard:* 4SS6: Students analyze the geographic, political, economic, and social structures in the Western region of the United States.

*Components:* 4SS6.a: Explain the major geographic features of the Western region and discuss the physical settings that supported permanent settlement in this region.

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

Students in the previous lesson learned about the movement out west to California. Students also have the basic knowledge that people during the California Gold Rush traveled far and wide to strike it rich. Students also know about supply and demand of the goods and services that were provided during this time. Students already possess the skills to use computers and the library to find information.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

The learning objective for this lesson is to give the students a sense of feeling of why people moved to California to strike it rich. Students will also learn how media played a large role in why so many people went to the California Gold fields. Students will use primary sources such as cartoons and newspaper clippings to understand the movement. Students also will learn the difficult decisions people had to make in order to move out west.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

Students will have a writing assignment at the end of the lesson. Students will have to show evidence that media played a role in the movement to California during the gold rush. Throughout the lesson development I will walk around and check in on each student. Students need to understand what they are looking for: written documents during the gold rush to show why so many people moved.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

Worksheets: <http://www.proteacher.com/redirect.php?goto=2188> (Volume 2, Part 1, lesson 3, pg. 17)

*Internet Sources*

* California Historical Society. [www.calhist.org](http://www.calhist.org)
* California’s Gold Rush Country. [www.goldrush1849.com](http://www.goldrush1849.com)
* Emigrant Road. [www.emigrantroad.com/reading.html](http://www.emigrantroad.com/reading.html)
* Gold Rush History Alliance. [www.timeship.com](http://www.timeship.com)
* Gold Rush Wagon Train. [www.goldrushwagontrain.org](http://www.goldrushwagontrain.org)
* Oakland Museum-Gold Fever. [www.museumca.org/goldrush](http://www.museumca.org/goldrush)
* Sacramento Bee. [www.cagoldrush.com](http://www.cagoldrush.com)
* San Francisco Museum. [www.sfmuseum.org/hist6/masonrpt.html](http://www.sfmuseum.org/hist6/masonrpt.html)
* The Gold Rush. [www.pbs.org/goldrush/chages.html](http://www.pbs.org/goldrush/chages.html)
* The Gold Rush Trail. [www.goldrushtrail.org](http://www.goldrushtrail.org)
* Women in the Gold Rush. [www.goldrush.com/~joann/](http://www.goldrush.com/~joann/)

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

I will initiate the lesson with a student inquiry based learning strategy. I want the students to wonder how information was passed between the east and west United States before they had telephones and television. I also want them to figure out how people received information that there was a lot of gold in Coloma California. After class discussion I will model good strategies (see Initiation lesson) to show students how to break down a written document. Students will be given direct instructions on what to look for when finding creditable sources. If I feel during this time that it would be beneficial to use cooperative learning, I will do so. I believe partnering the students up when finding written documents would be helpful for children who may need assistance. If I partner the students, I will have a high level achiever with a low level. Students will have to cooperate and share the responsibilities.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

I will begin a class discussion: How did people learn about events before telephones and television? I want to guide the discussion into newspapers and how this affected the movement out west during the gold rush. We will also discuss other sources of written documents that helped pass on information during this time. I will show examples of newspaper clippings an <http://www.proteacher.com/redirect.php?goto=2188> (Part 1, Resource 3-4a pg.14). I will also lead a discussion on what are important things we should look for to see if this is a valid document.

Students will first learn how to analyze a written document. I will model what things to look for in a document:

* What type of document it is (newspaper, map, letter, patent, report, telegram, etc.)
* Qualities of the document (handwritten, typed, sealed, received stamp, etc.),
* Date of document
* Author of the document
* What audience the document was written
* Document Information
  + Important things the author states
  + Why you think the document was written
  + List things that lets the reader know what life was like during that time
  + Any unanswered questions

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

Students will find evidence that media played a big role in why so many people moved out west during the gold rush. I will give them a list of internet sources (refer to resources) which they can find documents to help prove that media played a role in people moving out west. They will be asked to find three different written sources and are not limited to just the internet. They will have to analyze and answer the questions I will give them on the board. These questions would be the same questions I used to analyze the document I presented to them (<http://www.proteacher.com/redirect.php?goto=2188>) in the initiation lesson.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

We will have another classroom discussion and everyone will get to share what they found. Everyone will have evidence that media played a large role into the movement out west. Students will have to write in their journal and respond to this situation:

"You are living in Ohio supporting your family and yourself as a bank teller. You have read the newspaper headlines and have heard the news that gold has been found in California. You have been dreaming about what life would be like if you were to go to California and strike it rich, inspired by all of the stories you have read in the newspapers, but you aren't sure they are true. Now that you have heard President Polk's announcement and know that the stories have some truth to them, what will you do? Will you go to seek your fortune and leave your family behind?"

Students will have a rubric based on quality and supporting evidence. Students will have to respond to this only having the knowledge of the written documents they found. For example if a student found a letter written by a miner that stated that there was so much gold that there is enough for everyone. That would be evidence on why they journeyed out west.

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

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| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| John | Unmotivated | John might possibly have ADD and is not medicated. I know he likes pirates and will tell him how the 49’s were almost like pirates. I will also differentiate the journal response to pirates moving to California to get their treasure. |
| Taka | ELL- Brand new student | This is Taka’s first week in the classroom and cannot speak any English. I will pair him up with Susan who can speak very little Japanese but this will help him understand what is going on during the lesson. Although he might not be able to help Susan as much, I will make sure he has an electronic dictionary to help him communicate. |
| Bill | Learning Disability | Bill leaves the home room class twice a day to receive additional care. Although he is gone for a total of one hour each day, I will set up this lesson during the time he is in class so everyone can participate. |